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Achievement Unlocked! A Digital Badge Primer & Workshop

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Achievement Unlocked!

A Digital Badge Primer & Workshop

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Today's Agenda & Outcomes

Agenda:

Credly Challenge
Badges 101 – theories & uses
Using badges – planning & implementing
Caring & Sharing – what we made

Outcomes:

Create & use a Credly account
Understand basic theory & use of badges
Brainstorm & explore potential badge implementations in libraries

Agenda and outcomes: 2 minutes
Credly challenge: 10 minutes
Credly challenge Questions: 5 minutes
Badges 101 Theory: 8 minutes
Using badges Brainstorm: 5 minutes
Using Badges Planning worksheet: 10 minutes
Create a badge: 15 minutes
Caring & Sharing: 5 minutes

Credly Challenge – 10 minutes

1. Go to www.credly.com and make an account.
2. Make a badge at Credly.
3. Award your badge to someone at your table (or to me! forder@pdx.edu)
4. Accept a badge awarded to you.





Credly Challenge: Questions – 5 minutes

Badges 101: Theory

Badges are *visual representations* of skills, achievements, or knowledge gained.



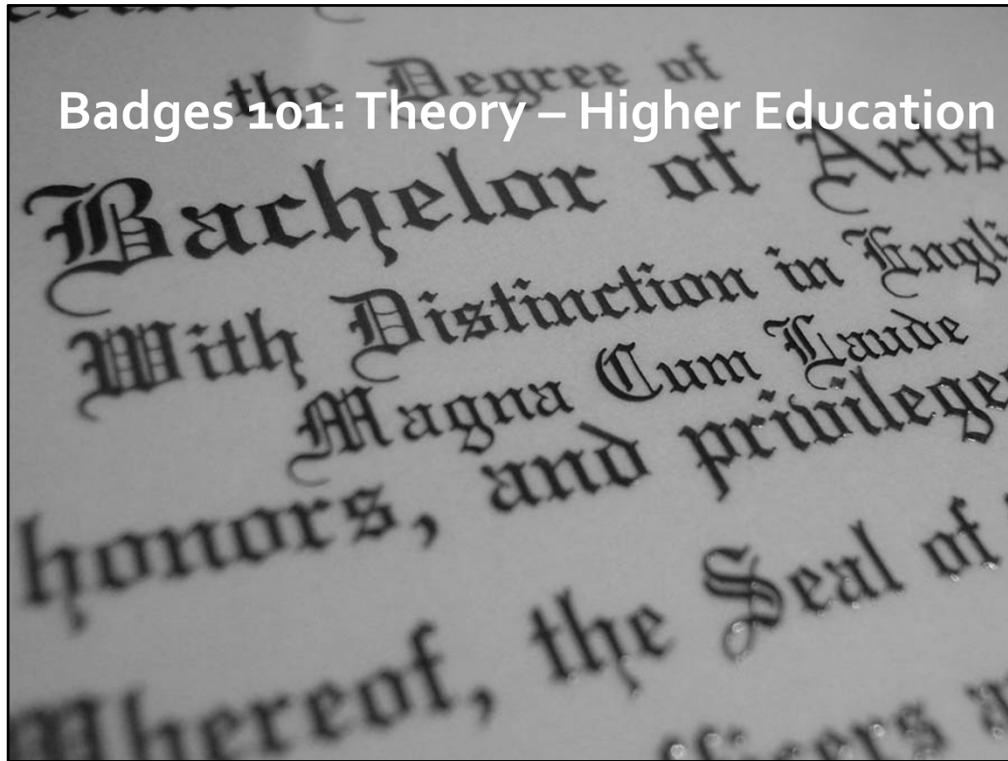
So this badge is pretty straightforward. What do you think that this badge tells us about the person who displays it?

That's right. They are certified in First aid.

They can be fun, to show people that you were able to stay up until midnight to ring in the new year, or they can show something more profound, like you are good saving money.

Whatever they do represent, they are a visual communication tool. They tell our neighbors, friends, classmates, fellow readers, our community at large what skills we have and what skills we might be able to share.

They're used by social networking sites like foursquare, they're used by educational institutions, they're used by museums, they're used by professional organizations.



I work in higher education, and one of the issues we keep talking about is the value of an education. Students pay so much, and by the time they are done with their schooling they have a transcript with grades and a degree. But grades and degrees don't effectively surface and acknowledge for students or their future employers, exactly what skills students have gained. While it can communicate to the student and to future employers and the public a certain level of knowledge about a subject, four-year degrees do a bad job of communicating certain acquired skills. Usually these skills aren't attached to a credit hour or even a program of study. Rather, they are the lesser defined skills acquired over the course of time. Might be: writing and editing, leading discussions or projects, and, of course, what we are going to talk about today: information literacy.

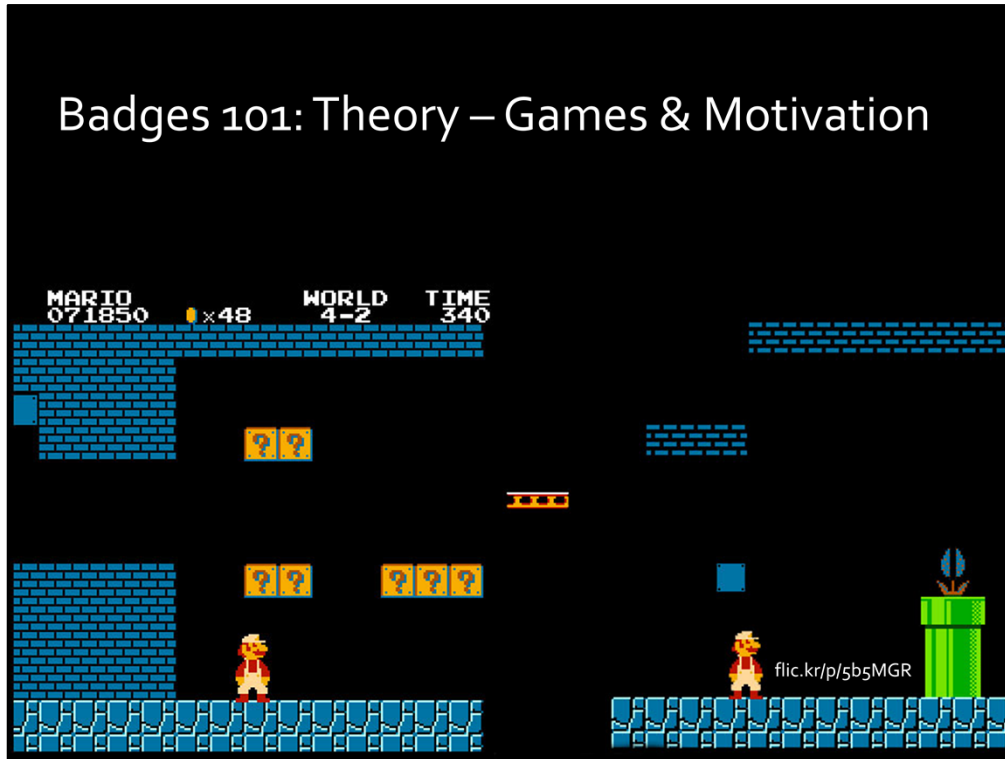
More and more students seem (at least a PSU) to want to know what they are learning and want to be able to communicate what skills and knowledge they have gained. And more and more higher education is talking about a competency-based curriculum. In higher education, badges are one such way to certify competencies.

By credentialing achievements at a more granular level, be it with badges or any other acknowledgement, students are more aware of what they are learning and what they will bring with them into wherever they go next. It also is a way that students can be more aware of how their learning fits into the outcomes expressed by an instructor. Nicholas is going to talk more about that part.

In recent years outcome or competency based education has gained more traction in higher ed. One only need do a basic search on the Chronicle of Higher Education's web site to find a plethora of articles, blog posts, and other artifacts that attest to this phenomenon.

Talk about PSU Badge project here.

Badges 101: Theory – Games & Motivation



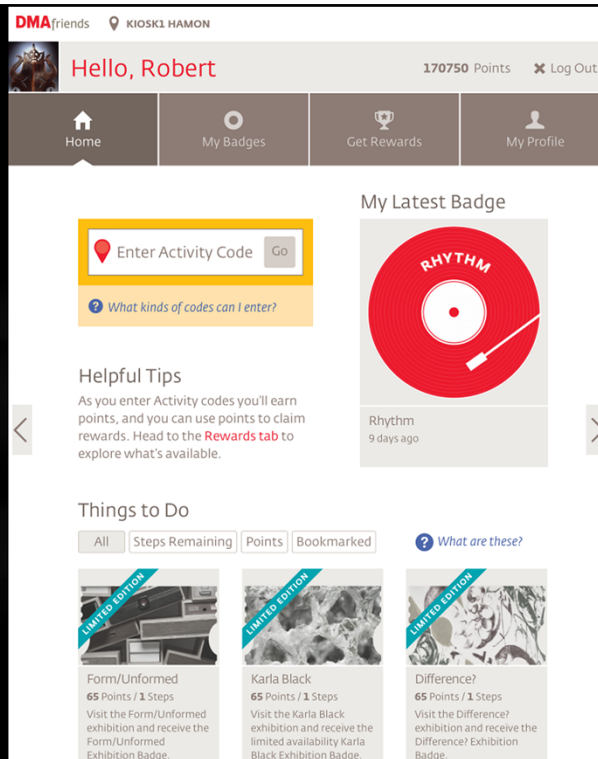
Just yesterday a librarian friend posted to Facebook an article appearing in ScienceInsider that validates what we have known for a long time: lectures are an ineffective way for students to learn. Instead, active learning is the way to go.

<http://news.sciencemag.org/education/2014/05/lectures-arent-just-boring-theyre-ineffective-too-study-finds>

There is also something to be said from active learning with a reward structure. A reward structure that is rigid enough to let you know what you have to achieve to move on to the next level, but also flexible enough to allow for surprises along the way, much like this warp challenge pictured here from Super Mario Brothers, keep users engaged and motivated to continue along the path to achieve set goals. Some research on motivation and using badges in education has been performed, and it has shown that for some kinds of learners badge systems can be motivating, for others it is not.

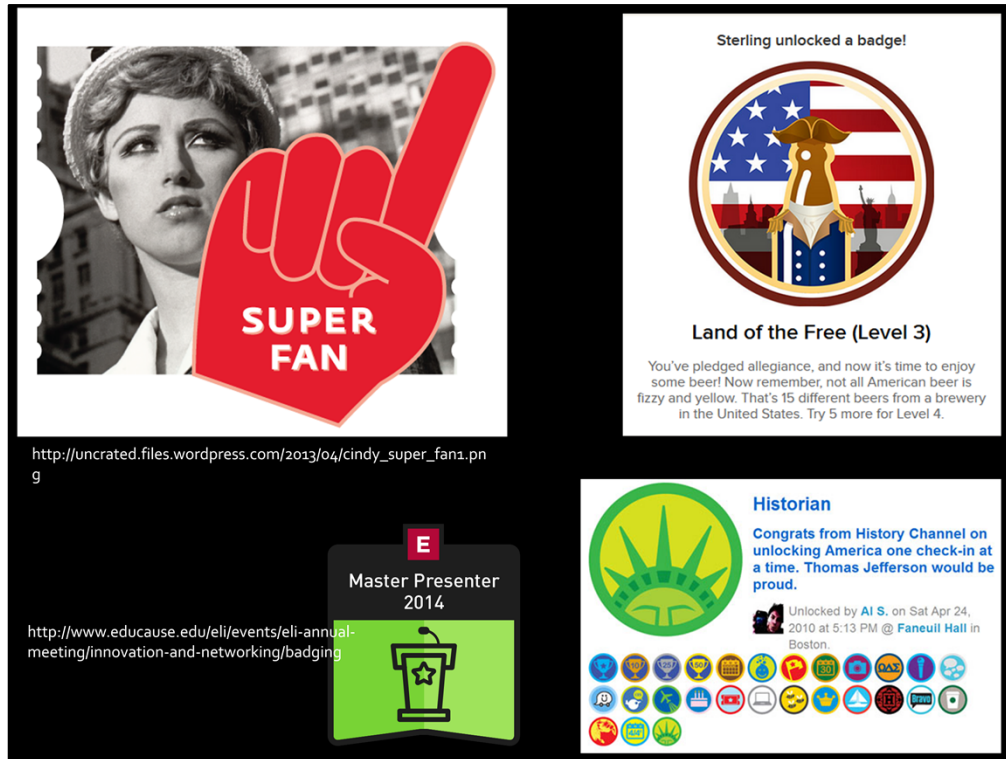
Badges 101: Theory – Engagement

http://mw2013.museumsandtheweb.com/wp-content/uploads/2013/01/stein.fig9_.png



Recently public intuitions have started using games and badges as a way to better engage their patrons. A good example is the Dallas Museum of Art's DMA Friends program, and there is a fantastic paper written about it that you can find on the web. (The citation is at the end of my slides.)

This program has created a more innovative and interactive way for visitors of the museum to learn about and engage with exhibits. Moreover, it gives the museum more information about how people engage and learn, rather than old ways to assess programs with counts of visitors, etc.




One of the reasons badges have been getting so much attention is that there is an initiative backed by the MacArthur Foundation and the Mozilla Foundation to expand the use of digital badges to improve learning and outcomes for students.

So what are some examples of badge projects?

1. Dallas Museum of Art's membership program uses badges to enhance visitor interaction with exhibits
2. Online social networking sites around a hobby. This example is from Untappd, a beer-focused site
3. Educause uses badges at the ELI Annual Meeting to certify and encourage participation
4. 4Square has partnered with the History Channel to award badges to promote engagement

Badges 101: Badge Anatomy

Web Navigator




Remove this Badge

Issuer Details	
Name —	Hackasaurus
URL —	http://navigator-badge.hackasaurus.org/
Organization —	Experimental Badge Authority
Badge Details	
Name —	Web Navigator
Description —	Can operate a Web browser with celerity.
Criteria —	http://toolness.github.com/hackasaurus-parable/navigator-badge/

Badges 101: Badge Anatomy

Passport Presenter



Remove this Badge

Issuer Details	
Name —	Passport by Purdue
URL —	https://www.openpassport.org
Organization —	Stephen A Kingman
Badge Details	
Name —	Passport Presenter
Description —	<p>Got a badge, but not sure what to do next? This challenge teaches you how to share your badges w...
Criteria —	https://www.openpassport.org/Instructor/BadgeCriteria/91
Evidence —	https://www.openpassport.org/User/BadgeEvidence?challengeID=91&userID=2301
Issued —	2013-06-03

Badges 101: Recapitulation

Badges...

- are a visual representation of skills, achievements, or knowledge gained;
- can effectively communicate to a user/student/patron what she will be learning and what she already has learned;
- can motivate a user/student/patron to keep learning;
- can facilitate user/student/patron engagement;
- record and display granting authority, criteria, and evidence of earner accomplishments; and
- provide a new assessment paradigm.

Using Badges: Planning Worksheet – 10 minutes

1. What program or project will use badges? What are this program's goals?
2. What skills, achievements, or knowledge will be credentialed with badges?
3. What is the primary function served by badges in your project?
4. Who are the earners, issuers, and observers of the project?
5. What are the rewards, benefits, or opportunities offered to badge earners?

Access the worksheet: <http://bit.ly/1hMpzee>

These questions are modified from "Badge System Planning Worksheet" (v1.1), by Jonathan E. Finkelstein, [Credly](#), LLC, 2013. CC BY-NC

Using Badges: Draft a Badge – 15 minutes

- Badge Title
- Issuer/Authority Name
- Description
- Criteria
- Evidence

My friend Sterling uses [Untappd](#), a social networking site that awards badges to beer geeks.

Sterling unlocked a badge!



Land of the Free (Level 3)

You've pledged allegiance, and now it's time to enjoy some beer! Now remember, not all American beer is fizzy and yellow. That's 15 different beers from a brewery in the United States. Try 5 more for Level 4.



Badge Platforms (a selection)

[Credly.com](https://credly.com)

[Openbadges.org](https://openbadges.org) (Mozilla)

[Badgeos.org](https://badgeos.org) (WordPress Plugin)

[Purdue University Passport](https://passport.purdue.edu)



Display Your Badges (a selection)

- [Credly](#)
- [Badge Backpack](#) (Mozilla)
- [LinkedIn](#)
- [WordPress](#)
- [Mahara](#)

Who's using badges? (a selection)

- [4SquareBadges](#)
- [Untappd](#)
- [Educause Badging](#)
- [HASTAC Digital Badges](#)
- [Dallas Museum of Art Friends](#)
- [Blackboard](#)

Further Readings

- Abramovich, S., Schunn, C., & Higashi, R. M. (2013). [Are badges useful in education?: it depends upon the type of badge and expertise of learner.](#) *Educational Technology Research and Development*, 61(2), 217–232. doi:10.1007/s11423-013-9289-2
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- Diaz, V. (2013). [Digital Badges for Professional Development.](#) *Educause Review*.
- Pagowsky, N. (2013). [Test-driving Purdue's Passport gamification platform for library instruction.](#) *ACRL TechConnect*.
- Pagowsky, N. (n.d.). [Keeping Up With... Digital Badges for Instruction.](#) *ACRL Keeping Up With...*
- Rath, D. (2013). [How Badges Really Work in Higher Education.](#) *Campus Technology*.
- Stein, R., & Wyman, B. (2013). [Nurturing Engagement: How Technology and Business Model Alignment can Transform Visitor Participation in the Museum.](#) In *Museums and the Web 2013*.